

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Madison Heights School

Madison Elementary District  
7150 N. 22nd Street, Phoenix, AZ 85020-5605

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Ms. Denise Donovan  
Schedule: 7:15 AM to 3:30 PM  
Web Address: [www.msd38.org](http://www.msd38.org)  
E-mail: [ddonovan@msd38.org](mailto:ddonovan@msd38.org)

Grades: Pre-K-4  
2002 Enrollment: 453  
Phone: (602) 664-7800  
Fax: (602) 664-7899

## ∨ School Overview ∨

### Mission

Madison Heights School strives to develop each student's self-esteem and sense of responsibility by providing a safe and orderly educational environment supported by caring adults.

### Organization and Philosophy

- w Ongoing Literacy/Math Staff Development
- w All Staff are Lifelong Learners
- w Teacher Advancement Program
- w Parent Involvement

### Instructional Programs

- w The Learning Network
- w Academic Enrichment Program
- w ELL
- w Reading Recovery
- w On-site Special Education
- w Preschool/Head Start
- w PE/General Music/Art

### School/Academic Goals

- w Madison Heights School community will seek ways to significantly increase the academic performance of all students by having a 6% cumulative increase on AIMS and a 9% cumulative increase on the Stanford 9 test.
- w Eighty-five percent (85%) of students in all grade levels will master story writing as defined by the Essential Skills Rubric at each grade level.
- w Eighty-five percent (85%) of the students in all grade levels will meet existing expectations by the end of the school year in reading.
- w Madison Heights School community will seek ways to increase parent involvement in their child's education.

### Enrollment

October 1, 2001 School Year Student Enrollment:	430
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	106

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 0 Non-certified Employee(s)  
 3 Teacher(s)  
 5 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Providing Clear Instructional Focus  
 w High Expectations for Success  
 w Instructional Leadership  
 w Providing Positive School Climate  
 w Continual Academic Progress  
 w Parental Involvement

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	2.00	Teacher Aide	7.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	3	0	0
10 or more years	7	12	2	0

## ▽ Shared Responsibilities ▽

### School

Teachers report to parents formally four times a year. Parent-Teacher conferences are conducted twice yearly. Teachers communicate frequently to parents via class newsletters, phone calls and notes home. There is a homework hotline in each classroom for parents to keep informed of assigned homework. Madison Heights School also provides assessment information to parents. This information includes standardized test results, Stanford 9, along with more authentic and non-standardized assessments.

### Parents

Parents are expected to take an active role in their child's education. This means overseeing homework; checking responsibility charts; encouraging reading; attending conferences and communicating with the teacher regularly. The parents also become involved in our parent organization and help plan evening/weekend events to bring the community together. It is recommended that parents volunteer at least five (5) hours per year to a classroom/school function.

## ▽ Transportation Policy ▽

Transportation of students is a privilege extended to students and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs. Walking distances to school and to bus stops will be governed by major thoroughfares, safety factors and the population density of a given area.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 45 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

### Report Card Release Dates

10/30/02	1/24/03	3/31/03	5/30/03
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## Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W iMac Computer Lab	W PE/Multipurpose Room
W Library/Media Center	W 7 Computers in Every Classroom

### Extracurricular Activities

W Spanish	W Special Interest Classes
W Homework/Tutor Club	W Girl Scouts/Brownies/Boy Scouts
W Athletes in Training Program	

### School/Community Resources

W Counseling Services	W Breakfast Program
W Lunch Program	W Extended-day Kindergarten
W Afterschool Extended-care Program	W Recreational Activities
W Adult Education	

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Establishment of a self-winding school in the area of literacy/math professional staff development which provides an environment for lifelong learning. Teachers work alongside other teachers to deepen their understandings of teaching.</p> | <p>W Developed a partnership with the Milken Family Foundation to be part of the Teacher Advancement Program to provide ongoing applied professional development, market driven compensation, multiple career paths, and performance-based accountability.</p>    |
| <p>W Securing funds through business partnerships, grants and other resources for scholarships and support programs to assist academic achievement of at-risk students.</p>   | <p>W Identification of leadership qualities in teachers through training and release time, then allowing them to utilize their expertise to assist fellow staff members develop deeper understandings in classroom practices that impact student achievement.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	22.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.7 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Word Master Champions	1998
Arizona State Fair Art Exhibit Winners	1998
Recipients of EXCEL Grants	1998
Arizona Math Teacher of the Year	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	58	540	3%	12%	43%	41%
	State	58840	524	9%	17%	45%	29%
Writing	School	55	581	2%	4%	64%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	59	546	5%	12%	37%	46%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>1</b>	Reading	--	--	--	--	--	--	--	--	--	80	61	60	--	--	--
<b>2</b>	Reading	--	--	--	100	49	50	85	59	52	90	61	53	85	40	57
	Language	--	--	--	100	51	40	92	61	43	95	56	44	88	42	48
	Mathematics	--	--	--	100	46	51	94	73	55	96	75	57	85	63	61
<b>3</b>	Reading	84	62	47	100	61	47	86	60	48	82	68	50	69	68	50
	Language	84	62	49	100	60	51	86	64	54	82	71	56	71	72	57
	Mathematics	87	56	46	100	64	49	87	59	52	81	70	54	70	72	56
<b>4</b>	Reading	89	73	53	100	67	54	97	72	54	79	63	55	77	70	55
	Language	90	67	47	100	62	49	98	59	48	77	55	50	78	62	50
	Mathematics	89	67	51	100	63	54	95	71	55	78	59	57	78	70	58

## √ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>79</b>	<b>60</b>
<b>Grades 3-4</b>	<b>78</b>	<b>78</b>
<b>Grades 4-5</b>	<b>***</b>	<b>***</b>
<div style="display: flex; justify-content: space-between; font-size: small;"> <span>*Less than 10 students matched</span> <span>**No information available</span> <span>***Not applicable</span> </div>		

## √ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have secured the campus with locking gates that surround the campus. The gates are closed and locked during the school day. All parents/visitors must enter through the office, sign-in/wear a visitor's badge and sign-out when leaving. We have published schoolwide rules in classrooms, which are reviewed frequently by the teacher/enforced by all personnel. Expectations are set high for appropriate behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,024	\$1,249,741
Classroom Supplies	\$47	\$19,496
Administration	\$645	\$266,669
Support Services-Students	\$234	\$96,854
Other Support Services and Operations	\$1,429	\$590,356
Total Expenditures- All Categories 2000-2001	\$5,380	\$2,223,116

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Denise Donovan	(602) 664-7800	
<b>Transportation Policy</b>	Betty Newman	(602) 664-7701	
<b>Community Resources</b>	Office	(602) 664-7800	
<b>School Nutrition Programs</b>	Carol Corrington	(602) 664-7897	
<b>Parent Organization</b>	Daphne Barnes	(602) 664-7800	
<b>Student Health/Nurse</b>	Deby Sloniger	(602) 664-7820	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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